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LIBRARY INSTRUCTION ROUND TABLE NEWS

The purpose of LIRT is to advocate library instruction as a means for developing competent library and information use as a part of life-long learning.

LIRT

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From the President

by Linda Colding

Hello everyone! We have just completed another terrific Annual Conference in Anaheim and I am really looking forward to the upcoming year. Before we move forward, please join me in thanking our immediate past Executive Committee, Steering Committee, and committee members. These dedicated and hard-working librarians put on a very informative and knowledgeable discussion forum at Philadelphia's Midwinter Conference and a very energizing and invigorating program at the Annual conference. And a very big "thank you" goes to Vibiana Bowman and Carol Schuetz for all of their work over the past two years. These ladies continued in their positions for an additional term. Their leadership has made LIRT a great organization!

We have a great year coming up and some very exciting events planned. At Midwinter 2009 in Denver, our discussion forum will discuss wikis. Our conference program next July in Chicago will be just as exciting as this year's program. Our speakers will discuss the space/audience, preparation, and voice/appearance aspect of teaching. So don't strike out and miss it!

In closing, I would like to thank all the 2008-2009 committee chairs and assembly appointees for taking on the responsibilities of their groups and all the committee volunteers for their enthusiasm and dedication to making LIRT a better professional organization. Let's make this the best year of LIRT's history!

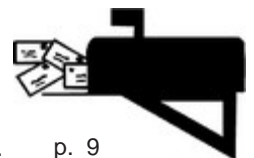


2009 LIRT Midwinter Discussion

The Adult Learners Committee would like to invite you to participate in the 2009 LIRT Midwinter Discussion. The discussion topic is "Wikipedia and Library Instruction: Love it or Lose it." Please follow this link, <http://tinyurl.com/68a63v>, to YouTube where you can hear the discussion question, and also post your comments or video replies. Those comments and replies will become an active portion of the discussion at Midwinter 2009. We would love for you to make it to Midwinter, but if not please make sure to post!



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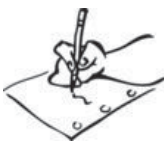
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From the Editor

by Jeff Knapp

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Hmm. Writing about Annual Conference in Anaheim is going to be tough. Why? Because for the first time in a number of years, I wasn't there. In light of this, I will engage in a little imagination exercise. . .

I imagine that the LIRT Program was an inspiring success. And that LIRT committee members discussed business that deals with the many ongoing changes in our profession. And how to best serve instructional librarians in school, public, and academic libraries. I imagine that there was at least one day that hot beyond all normal expectations, and that it was really difficult getting transportation from the airport to the hotels. Finally, I imagine that no vendor returned home with any leftover promotional items.

How'd I do?

You have, no doubt, realized that I'm not very imaginative, and that everything I've said was a pretty safe bet. Besides all of this, however, colleagues and friends have confirmed that what I imagined was definitely true. LIRT, like our profession as a whole, is growing and changing, thanks to the work of the dedicated librarians on LIRT committees. So, if you are interested in serving the community of instruction librarians in public, academic, or school libraries, please consider volunteering for a LIRT committee.

Do you have an instructional technique or tool you'd like to share? Consider sending it to me (knapp@psu.edu) to be published in LIRT News. We are always interested in ideas to share.

Best wishes for a successful autumn!

Jeff Knapp



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Send Us Your Tutorials -

The Adult Learners Committee invites LIRT and ALA members to submit links and short annotations for online tutorials that they have created, which are geared toward Adult Learners. These include, but are not limited to, teaching methods, learning theory, adult literacy, or special populations within the adult community. Those selected will be added to the Adult Learners Resource Center Tutorials section. Send your links to Ted Chaffin, co-chair, at tchaffin@mailier.fsu.edu. Please include "LIRT Adult Learners – Tutorial" in the subject line.

<http://www.baylor.edu/LIRT/lirtnews/>

Annual Report for 2007/08 from the LIRT Past-President

By: Vibiana Bowman, Past-President

The main priority of the past year has been membership outreach. The officers of LIRT have made a commitment to ensure that LIRT leadership reflects all aspects of librarianship: school, public, academic, and special libraries. To this end we have conducted outreach activities including presenting at the ALA Membership Pavilion, holding Membership Fairs in conjunction with LIRT Conference Programs, and participating in New Members Round Table socials. LIRT Committee Chairs are also actively looking for ways to fully enfranchise committee members through virtual memberships that utilize technologies such as Web-meeting software, social-networking sites, email, and conference calls.

As a further example of LIRT's commitment to "grow" future leaders, LIRT participated in the ALA Emerging Leaders Program and sponsored member Ted Chaffin. LIRT will continue to participate in this program for the remainder 2008 and 2009. Also, a major LIRT workshop/retreat is slated for 2010. A primary goal of this retreat is to establish strategies for fostering LIRT's future leadership.

This emphasis on membership and leadership is intended to promote the goals and mission of LIRT; specifically, to serve as a significant resource for librarians committed to information literacy and instruction.

Highlights of activities undertaken by the various LIRT committees for the past year include:

- **Adult Learners:** is in the process of reviewing its mission and charge of providing instruction support for librarians who serve the adult learning community.
- **Conference Program:** 2008 program at Anaheim, "Energize Your Instruction: Keep the Magic Alive for You and Your Audience," featuring Andrew Sanderbeck, was one of the most highly-attended programs offered by LIRT. Feedback from attendees was overwhelmingly positive.
- **Liaison:** continued its mission to develop liaison relationships with other ALA units/entities by fostering personal contacts, attending various programs/meetings, and writing the LIRT newsletter. Goals for next year include developing a list of all instruction-related programs/events/meetings for distribution to LIRT members.
- **PR/Membership:** organized all membership activities for Midwinter and Annual Conference including membership fairs and outreach.
- **Newsletter:** successfully continued production of the LIRT Newsletter.
- **Organization and Planning:** primary work has been on the planning of a LIRT workshop/retreat for Midwinter 2010. Goals for this retreat include reviewing the mission, objectives, and goals, a review of LIRT's strategic plan, and planning for leadership development within the organization.
- **Research:** developed a bibliography for further research and reading in support of the Conference program. The committee is reviewing its charge and is in the process of compiling recommendations for future activities.
- **Teaching, Learning, and Technology:** continued working on training methods for using virtual meeting software. The committee is developing a "how-to" guide for conducting virtual meetings. TLT sponsored the Midwinter Discussion Forum at Midwinter which focused on meeting software—specifically the committee's experiences with the Elluminate software system.
- **Top 20:** successfully completed the committee's main goal—the compilation of the list of the "Top 20" instruction articles from the previous year.
- **Transitions:** initiated a research project regarding information literacy benchmarks and guidelines utilized by various levels of educational institutions throughout the United States. The committees is evaluating the results of this project and how best to present its findings to the LIRT community.
- **Web Advisory:** completed its first year as a committee which included a survey of LIRT membership regarding LIRT Web resources. Results of this study are forthcoming.

Finally, as I close out my term of office as President, I would like to extend my heartfelt thanks to the officers and chairs who served with me during that time. Because of their hard work and enthusiasm LIRT continues to grow and prosper. Thanks!





Check These Out!

Sharon Ladenson, ladenson@msu.edu
Gender Studies and Communications Librarian
Michigan State University Libraries

Assessing the diverse needs of students always presents a challenge in library instruction. How do we assess gender differences in educational needs, especially in the online environment? How do we assess women's information literacy? Do female and male students have different attitudes about technology? How have librarians developed courses specific to gender and information? Check these out, and enjoy!

Broidy, Ellen. "Gender and the Politics of Information: Reflections on Bringing the Library into the Classroom." Library Trends 56.2 (2007): 494-508.

Broidy describes her work in developing and team-teaching an innovative advanced-level seminar specific to gender issues and information literacy. Focusing primarily on the history and current impact of technology and electronic resources in women and gender studies, the course objectives included not only identifying and critically assessing the content and architecture of information sources and technologies, but also investigating the "gendered nature of information and 'knowledge'." Active learning played a significant role in the seminar. Most class sessions involved the students working in groups to develop questions specific to the assigned readings, and posting them to the class Web page in advance. The students were also required to lead class discussions. In order to foment information literacy skills, the instructors assigned a five to seven page final research paper. Students were also required to share project proposals with their peers via e-mail, and to discuss the topics and research challenges in class. The author not only had the opportunity to teach the seminar to upper-division undergraduate students at the University of California-Irvine, but also to graduate students at the University of California-Los Angeles.

Dresang, Eliza T., Melissa Gross and Leslie Holt. "New Perspectives: An Analysis of Gender, Net-Generation Children and Computers." Library Trends 56.2 (2007): 360-386.

Dresang, Gross and Holt conducted primary research specific to gender differences and computer use among children in a public library. The authors developed a manual and designed training sessions for Saint Louis Public Library staff members, who collected data from public library patrons in grades four through eight. The library employees also collected data from the children's parents. The staff employed several methods, including survey research, focus groups, and observations of children in the library. The authors also did an extensive review of recent literature on gender differences and children's computer use. The primary and secondary research yielded similar findings. While research has traditionally reported significant differences in female and male attitudes regarding technology, some of the more recent literature (published since 2000) contradicts older findings, indicating that no significant sex differences exist. The authors provide primary research findings that corroborate such changes. For example, the observations of children in the library showed that girls and boys used computers in similar ways (most boys and girls used library computers to play games). Furthermore, survey results revealed that girls were very confident about using computers, rating their personal skills at equally high levels to those of boys. Consequently, the authors assert that library professionals should recognize children's strong interest in computer games, and not make gendered assumptions about children's computer use.

Fidishun, Dolores. "Women and the Public Library: Using Technology, Using the Library." Library Trends 56.2 (2007): 328-343.

Fidishun worked with the director and staff of the Chester County Library (in Exton, Pennsylvania) to develop a qualitative survey to assess the needs and library experiences of adult library patrons. The author analyzed the female responses (184 women completed and returned the survey). Although the majority of the female respondents indicated that they were comfortable with technology and online resources (including the library's online catalog), most did not know about the subscription database products available through the library. Very few of those who experienced using library databases had received any formal instruction. More than half of the women surveyed indicated that they would be interested in receiving library instruction for using subscription databases, and more than three quarters of the respondents indicated that they wanted such training in a group setting.

Maybee, Clarence. "Understanding Our Student Learners: A Phenomenographic Study Revealing the Ways that Undergraduate Women at Mills College Understand Using Information." Reference Services Review 35.3 (2007): 452-462.



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<http://www.baylor.edu/LIRT/lirtnews/>

Member A-LIRT: Ted Chaffin

Richard "Ted" Chaffin (MLIS in Library and Information Science, Louisiana State University, 2002) is the Assistant Access Services Librarian at Florida State University in Tallahassee, FL where he has been since 2005. He originally joined LIRT upon arriving at FSU as an Instruction Librarian in 2005, and has been a member of LIRT ever since. He is currently serving as chair of the Adult Learners committee which is preparing to host the 2009 LIRT Midwinter Discussion entitled, "Wikipedia and Library Instruction: Love it or Lose it."

Ted recently completed his commitment as the first candidate sponsored by LIRT for the ALA Emerging Leaders program. This program, developed by former ALA president Leslie Burger, is designed to aid newer librarians to become more involved in ALA. The program involves team projects, leadership training, networking opportunities, and a chance to gain mentors within the profession. Ted's team, working with current ALA President Lorlene Roy on her Workplace Wellness Initiative, developed a poster session for ALA Annual detailing the seven spokes of workplace wellness, and wrote several articles in *Cognotes* on staying healthy while attending a conference. You may have seen the daily articles on workplace wellness while you were at ALA Annual in Anaheim. If not, simply go to: <http://www.ala.org/ala/eventsandconferencesb/annual/2008a/cognotes.cfm>. At FSU, Ted is currently working as the Head of Collection Maintenance, as the acting assistant department head over seventeen full time employees, and as the library liaison to the Religion, Classics, and Criminology Departments. Ted is part of a team of six librarians at FSU that has the task of developing an Information Commons for the Strozier library. He is involved nationally as the chair of the ACRL Philosophical, Religious, and Theological Discussion Group and is a member of the ACRL 2009 Conference Panel Component Committee.

Beginning in the fall of 2008, Ted will make the transition into his new role as Service Point and Information Coordinator for the upcoming Information Commons at FSU. While in this role, Ted will continue his research on non-traditional methods to improve customer service in libraries, and also continue to investigate ways to modify various proven psychological methods for new librarians and staff to combat teaching anxiety in the classroom.

Emerging Leaders Program Description:

http://wikis.ala.org/emergingleaders/index.php/Emerging_Leaders

Application Details and Deadline (July 31st):

http://wikis.ala.org/emergingleaders/index.php/Application_Information

Check These Out! (cont.)

Sharon Ladenson, ladenson@msu.edu



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Maybe conducted a qualitative research study to investigate the relationship between undergraduate women's general information literacy skills and their approach to academic coursework. The study involved interviewing eighteen Mills College undergraduate women about their use and assessment of information. The author used four categories to analyze the data: "technology," "sources," "processes" and "knowledge base." Students noted their reliance on technology to access information, and consequently, emphasized the importance of skills in using technology effectively. In the "sources" category, students reflected upon their use and evaluation of various resources in different formats. For example, one student noted the importance of using a wide variety of media sources when investigating a timely topic, while another student noted the importance of evaluating the works cited in information sources. In the "processes" category, a student provided detailed information about her steps for clarifying an information need, formulating a question to investigate, soliciting suggestions for sources to consult, and then conducting thorough research. Finally, in the "knowledge base" category, students described various ways in which they used information acquired at an earlier time. For example, a student discussed how her reactions to T.S. Eliot's

work are shaped by her background knowledge of his life and letters.

Price, Linda. "Gender Differences and Similarities in Online Courses: Challenging Stereotypical Views of Women." *Journal of Computer Assisted Learning* 22.5 (2006): 349-359.

Price investigates several issues regarding gender and online learning, including (among others) whether gender differences shape enrollment in online courses and effect performance and academic engagement. The author chose an undergraduate online course specific to the social impact of technology. She reviewed enrollment data for a three-year period (2002-2004) and found that women enrolled in the course in greater numbers, and that there was not a significant difference between the proportion of women enrolled in the online and in-person versions of the course. The author also found that women were twice as likely as men to pass the online version of the course. She also distributed a questionnaire to assess levels of academic engagement. Based on the results, Price determined that women had higher levels of self-confidence online, and also demonstrated a greater willingness to learn.



LIRT Liaison Reports ALA Annual 2008

Surfing the Net: Google to the Next Level

ALA Empowerment Conference

On Saturday, June 28, 2008, "Surfing the Net: Google To the Next Level" was presented as part of ALA's 2008 "Riding the Wave to Empowerment" Conference, the goal of which was to rejuvenate and refresh library practitioners. Diana L. Bitting, presenter for "Surfing the Net", is Deputy Manager of the PALINET Educational Program, oversees the development and administration of PALINET workshops, as well as the development of the PALINET Online Distance Education program. Bitting presented a humorous, yet highly informative program on techniques for power searching Google and its tools, as well as ways to use Google effectively at the reference desk. According to Bitting, "Google is not only a search engine; it is currently the most popular resource on the Web. While frequently used, the many aspects of Google are not necessarily thoroughly understood." She promised that by the end of the session attendees would know something about Google, and be able to take their understanding of Google to the next level. She shared several short cuts to bring the best results to the top of a Google search. Her presentation included some already familiar tips as well as some lesser known short cuts. These included how to get the definition of a word (*define:word you wish defined*) and how to broaden a search (*~synonym*). Using Google Books people learned how they could find biblio information, snippets and the full view of a book. One can search by subject or within the full view of the book looking for a reference to specific words. Those who attended this presentation were treated to these as well as a number of other useful tips and tricks to try out when they returned home. – *Cynthia Dottin, LIRT Liaison Committee*

Would You Like an Umbrella with that Beach

Blanket?: X-Treme Customer Service

ALA Empowerment Conference

Speakers Gail Johnson and Pam Parr of Face to Face Communications (www.face2facetraining.com) conducted a lively and informative workshop on X-treme Service. The goal of this fast-paced interactive workshop was to learn what it takes to hear your customers consistently say, "Wow, your service was unbelievable – thank you!" Johnson and Parr began by reminding the audience that it is important to "win the customer, not the argument" and suggested that the easiest way to close the gap between customer expectations and reality is to become a Customer Activist. To become a passionate and progressive Customer Activist, one needs a hat and a creed, and needs to interact with customers so that they want to come back. Johnson and Parr reminded the audience of the need to look at the library through the customers' eyes. One needs customer radar in order to view policies and procedures through their eyes. As an advocate for a customer, this radar is always engaged. "You do whatever you do to satisfy your customer." A Customer Activist is all about removing barriers such as excuses and blaming. To become an activist one must first become an Environmentalist, determining the kind of environment you wish to provide. An Environmentalist: is one who exceeds expectations (knows what customers want and goes beyond expectations by providing a warm, friendly, welcoming, and special environment); enlists coworkers and partners (remember one is not alone in one's environment, get rid of hierarchy and help the customer); shifts focus (shifts from being library focused to being customer focused—expectations and needs of customers are being changed by others such as ALA, Barnes & Noble, Google, etc.); uses relevant words and phrases (words set a tone for environment. Words like "no" and "don't" set a negative tone. There are positive ways to enforce rules such as "please remember to turn your cell phone on as you leave the library." Other words that should not be used are passé terms such as "patron," "customer," and "guest." The Customer Activist makes sure that the terms s/he uses are relevant. Irrelevant terms include: ILL, OCLC, Circulation and Periodicals. Customer Activists are also C.I.A.s. These are people who are empathetic, positive, confident, open-minded and sincere. The C.I.A. has an open mind at all times. TTWWADI (that's the way we've always done it) has no place in libraries. "Can't" has no place in customer activism. When you say can't, the customer hears won't. Environmentalist + C.I.A.= CUSTOMER Activist. –*Cynthia Dottin, LIRT Liaison Committee*

ACRL/Instruction Section Current Issue Discussion Forum

Using the Social Web to Promote and Enhance Information Literacy

ACRL IS

Anne Behler, Emily Rimland, and Beth Roberts led a forum on the use of social networking tools (Facebook, wikis, blogs) in library instruction. After a brief introduction with examples of how the tools are currently being used, the group discussed the following 5 questions.

- 1) What aspects of information literacy instruction must change with the advent of the Social Web? How can we expand and evolve library instruction in this new environment?



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- 2) How can instruction librarians harness and maximize use of the Social Web to advance students' information literacy skills?
- 3) What role/presence should instruction librarians have in social networking sites?
- 4) How is the Social Web changing how our students think and learn about privacy and information sharing? How can we utilize social networking sites to inform students about online privacy?
- 5) What are some strategies for instructing our students on the perils and opportunities presented by the Social Web with regard to content ownership and authority?

A large part of the discussion focused on Facebook and MySpace. Many participants felt that Facebook offered wonderful opportunities to reach students, but some librarians questioned whether librarians should be intruding on students' "social space". A few librarians also mentioned that they felt Facebook was only being used to advertise library services and not teach students information literacy concepts. Discussion also included how to teach students about the perils of the Social Web, with many librarians feeling that students too easily trusted information on Wikipedia or YouTube. Others suggested that the tools themselves could be used to teach students about authority and privacy. For instance, teaching students how to edit Wikipedia entries or post pictures on Flickr helps them realize the dynamic nature of the Social Web and how openness can impact authority and accuracy. In general, most librarians were excited with the opportunities offered by the Social Web, but were still struggling with how to create true learning tools instead of just fun gadgets. —Carrie Forbes, LIRT Liaison Committee

2008 ACRL President's Program Predictably Irrational: The Hidden Forces That Shape Our Decisions

The ACRL President's Program began with an awards presentation. The complete list of awards can be found at <http://www.ala.org/ala/acrl/acrlawards/acrlawardsprogram.cfm>. The main program was a presentation by Dr. Dan Ariely, author of the book, *Predictably Irrational: The Hidden Forces That Shape Our Decisions*, which was published on February 19, 2008 by HarperCollins. Dr. Ariely, a behavioral economist, discussed his experience of being a burn patient and how this led to his interest in decision-making processes. Irrational behavior is part of human nature, but people tend to behave irrationally in a predictable fashion. Ariely discussed hidden forces (emotions, relativity, and social norms) that influence behavior (particularly economic behavior) and how understanding these forces can help us make better decisions and improve lives. Several of his points can be applied to library services: offering too many

options confuses people and diverts their attention; most people don't know what they want until they see it in context; and "free" is not always good since it causes people to undervalue worth. The presentation ended with a panel asking questions related to libraries and higher education. Several audience members questioned whether this new knowledge of decision-making would lead to more manipulation of the public. Ariely responded that all knowledge can be used for good or bad and he hoped that those in public service professions would use the knowledge to help improve lives. Overall, this was a fascinating and well-received presentation. —Carrie Forbes, LIRT Liaison Committee

ACRL Instruction Section Current Topics Discussion Group II: "Academic Library Instruction in an Online Learning Environment." ACRL-IS

The discussion of this group was centered around four main questions regarding library instruction in the online world. Four small groups were formed for each to discuss one of the questions and then report back to the entire group. The first question was, "What methods have you used to reach students in the online learning environment." Responses to this question included: embedded librarians, course management software, del.icio.us bookmarks, embedded online tutorials, Facebook applications, among other methods. The second question was, "What are important differences between online teaching and face-to-face teaching." Responses here included: spurring interaction and discussion among the class, online students tend to have a shorter attention span and need immediacy, no body language in online classes, and online materials need to be more creative and need to take a different pedagogical approach. The third question was, "What best practices have you found that are effective for library instruction online?" Responses to this query included: getting faculty buy-in and reinforcement, focus on learning outcomes, promote active learning, and emphasize transferable skills and problem-solving. The fourth question was, "What assessment methods for evaluating online library instruction outcomes have you found to be effective?" Answers to this question included: standard course evaluation for credit-bearing courses, pre- and post-tests for information literacy, base evaluation on learning outcomes, and include a token percentage of the course grade (for integrated courses) to be contingent upon completing library assessment tools. After the small groups reported, the large group discussed the findings of the small groups. —Russell Hall, LIRT Liaison Committee

ACRL Ethics and Instruction Sections: "Is There a Right to Information Literacy? Academic Responsibility in the Information Age."



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ACRL

Dr. Patricia Stanley of the U.S. Department of Education opened the panel session by discussing how to make information literacy (IL) a governmental policy. She noted that IL is not a "flash in the pan," but rather is an important part of educational and social change. She closed by saying that in order for IL to become government policy, it needs better definition and better understanding, particularly in terms of larger education concepts. Dr. Lorie Roth of the California State University system then spoke about who "owns" IL. She believes that IL is the responsibility of librarians, faculty, and administrators. Further, she thinks that faculty and administration have not been converted to believing that IL is a key part of the higher education process. Rather, IL is often conflated with technological literacy. Dr. Penny Beile of the University of Central Florida then spoke about how there is an academic responsibility to teach IL because critical thinking, scholarship, and intellectual integrity are integral to a 21st Century education. She ended her remarks by stating that librarians must become more active in curriculum development. Stephanie Bradley of the California State University system concluded the panel discussion by talking about IL as a concept whose time has arrived. However, due to a variety of factors, including IL being considered just something that is done in the library, and that many librarians lack a theoretical understanding of IL, it remains practice and not policy. — Russell hall, LIRT Liaison Committee

The Plowman and the Rancher Should Be Friends: A Comparison and Discussion of Liaison Duties

RUSA CODES Liaison with Users Committee

The findings of a recent national survey on liaison duties in academic and public libraries, and an academic library's experience in providing training to liaison librarians were addressed. A survey on Academic Libraries revealed that although subject/liaison librarians were the main personnel in the libraries' liaison effort, in recent times, every department was involved in this effort. No major differences in liaison work were found between private and public institutions. A majority of librarians stated that their work was valued by library administration; nonetheless only 50% said that faculty members valued their work. Library instruction and collection development were cited as the major activities of liaison work. For public libraries, the primary personnel who engaged in liaison work were reference staff and library directors. Their work focused on identifying users' needs and communicating collection responsibilities. Most librarians at public libraries felt their liaison/outreach efforts were valued by both library administration and user groups. Librarians in both academic and public libraries voiced the lack of training and their need for it. A librarian from Dartmouth College presented their liaison training program which was embarked upon two years ago. The panel concluded that it was important to remember what worked and what did not in one's particular situation and learn from it. It is also very important to get, and respond to, user feedback. There was less agreement, however, on how to do liaison work since circumstances vary from institution to institution. In the final analysis, the one thing that is abundantly clear is that librarians want more training. However, to date,

very little work had been done in this area. — Irene Ke, LIRT Liaison Committee

Creating Changes: Teacher Librarians and New Learners
ACRL Instruction Section

Presenter Dr. Jeffrey Liles (Assistant Professor of Education at St. John Fisher College) is not a librarian but an educator working in a library. Dr. Liles discussed the evolution of learning theory, introduced five contemporary learning theories and their application to teaching library and information literacy skills to today's learners and researchers. The five contemporary theories were: behaviorism, cognitive theory, constructivism, connectivism, and brain-based learning. Dr. Liles discussed how these theories differed and how they could be adopted to help our students engage in a learning experience that would be internal, long-term, conceptual and higher level. He also used the "Learning Pyramid" to demonstrate that the way we teach has a direct impact on how much content will be retained in our students' brain. Throughout his presentation, Dr. Liles actively engaged participants by pairing them and having them reflect on their own teaching experience. Participants also paired up to discuss questions on what learning is, how learners learn, and how we know when students have learned what we wanted them to learn. Dr. Liles, and the audience, believed that students, and not teachers, control learning. He discussed the characteristics, needs, and expectations of today's diverse learners and researchers, the need for librarians to embrace change, and to learn new research approaches and teaching techniques in order to meet the needs of our learners. —Irene Ke, LIRT Liaison Committee



Committee Reports from Annual Conference 2008

Research Committee

Mardi Mahaffy, Chair

The bibliography for the current conference program was completed and was distributed at the program on Saturday. Committee approved the removal of all tutorials pages from the LIRT web site except the one on designing tutorials.

The committee has not been particularly active over the last few years and a suggestion was made to disband. The charge of the Research Committee was read and it was noted that the charge duplicates efforts of the Top 20 Committee and of the ACRL IS Section Research and Scholarship Committee. Committee members felt reluctant to disband at this time, but rather to:

- Work on providing programs/guidance on effective research strategies for those wanting to conduct research in Library Instruction. It was proposed that we take on responsibility for a Midwinter Discussion program on this topic.
- Focus on reporting research needs that are currently not being met in the literature. We would need to keep school and public libraries in mind while doing this. We might either post a form for individuals to identify a hole in current research, or work with LOEX in identifying these holes.

Archivist

Kari Lucas

Submitted a proposal to revise the way in which LIRT handles archiving. Lucas based the proposal on how ALA groups handle archiving. Lucas proposes that the secretary would become Archivist in the year following his or her service. Appendixes A-D of the proposal provide procedures that would become part of the LIRT Manual.

Discussion: There is a lack of understanding among LIRT members about the archives and about what ALA wants LIRT to archive. Lucas has three boxes of LIRT material and filing is current. Vice-President Colding asked how far back the archives go. Lucas has at least one copy of the newsletter from the first issue. The other documents are spotty – she has a good file from most of the retreats, and some committees have a good bit. Some people have submitted t-shirts and other realia. What exactly do we want to archive? Do we need to be archiving information in paper at all? Lucas hasn't had any requests for information that she has (minutes, reports, publicity, etc.). The Board determined that it needed more information before it could make a decision on the proposal at hand.

Membership

Kawanna Bright, Chair

Both out-going and incoming chairs were present at the meeting and provided an overview to new committee members of the four major activities the committee is responsible for. Announcements were made about the scheduled *Bites*

with LIRT events that had full sign-ups, and the LIRT program scheduled for the following day.

The committee discussed activities for the upcoming year, which include an update of the LIRT brochure and development of an ad to promote LIRT. The Committee has been given funds for both activities. The committee's role in helping with the next annual program was discussed and further discussions with the program planning committee will take place throughout the year. The committee will look at tying the Membership Fair theme into the Conference Program Theme.

Top Twenty

Esteban Valdez and Camille McCutcheon, Co-Chairs

Discussed previous year's work. Brainstormed ideas of how work could be made easier for members and co-chairs. Chair will look into the possible use of web-based spreadsheets such as Google Documents to make compiling article rankings easier. Provided orientation to new member; timelines, deadlines, etc.

Organization & Planning

Carol Schuetz, Chair

Goals for the 2010 LIRT Retreat were discussed and decided on and assignments were made for committee members to investigate possible facilitators and venues. The need for a backup meeting plan was discussed and decided that we would wait until something more definite was known. Ted Chaffin was invited to the committee meeting and spoke as LIRT's emerging leader from this past year. Candidate criteria and possible projects for a candidate for LIRT were discussed. What committee within LIRT could supply a project for our candidate?

Liaison

Cynthia Dottin, Chair

Welcomed new member, Irene Ke, and provided overview of Liaison Program Handout, including the requirements for attendance. Reviewed the list of non-LIRT education-related activities/meetings/events and assigned and accepted the non-LIRT education related activities and events to attend. Reviewed the newsletter report format and deadlines. Discussed the progress made in the development of Liaison contacts and strategies that might enhance forming said contacts.

Web Advisory

Stephanie Michel, Chair

The committee examined LIRT Web site survey results; Stephanie will do additional analysis to pull out comments for high vs. low frequency users of LIRT web site and public and school library users. Discussed capabilities for wikis and blogs. Create wikis to replace following pages: Tutorials; Library Instruction and Teaching Tips; State/Regional Organizations; and possibly Adult Learners page. Stephanie will talk to Research committee about maintaining/updating tuto-



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Report on 2008 LIRT Conference Program: "Energize Your Instruction: Keep the Magic Alive for you and Your Audience"

By Susan Sykes Berry

On Sunday, June 29, 2008, the Convention Center held almost 300 instruction librarians eagerly awaiting the annual LIRT program. LIRT President, Vibiana Bowman, introduced and thanked the Conference Program Planning Chair, Barbara Hopkins, and the rest of the Conference Program Planning Committee. Then she turned the floor over to Andrew Sanderbeck, the founder of the People-Connect Institute for his presentation.

Andrew began by taking a quick poll of the audience. He wanted to know how many people would change the way they live their lives if they knew they only had six months to live. Many hands were raised. He then asked if the thing most people would change was their jobs, and a similar number of hands were raised. Andrew pointed out that if we don't feel passion and energy about what we are doing, then our audiences won't feel it either. The energy has to come from within, and we need to be passionate about our instruction.

One of the things he said that resonated with most in the audience was that he no longer gives "handouts." That's because people don't value handouts. Instead he calls them "resource guides." Andrew also gave tips for finding the passions in your life, and how to energize yourself and others. He offers a sequel to the Golden Rule named the "Platinum Rule:" Do unto others as they would have others treat them. He had the audience do a short test, the Behavioral Style Evaluation by Tony Alessandra, in order to understand their personality type and which of the following four categories they most closely identified: Relaters, Socializers, Thinkers, or Directors. Andrew tied this to our instruction needs by making the connection that communication among types can be enhanced by understanding the needs of each type.

Andrew offered practical tips for keeping audiences engaged. Planning instruction sessions take a different twist if you know that in the morning the average adult attention span is 15 minutes, and by the afternoon that has decreased to 5-7 minutes. Andrew encouraged the audience to add active learning techniques as any activity that requires people to actually perform a task will help keep their attention. He provides learning guides with blanks for the student to fill in, adds activity to classes when appropriate, and builds in discussion time to involve the class. To keep himself challenged he frequently revamps assignments, experiments with a new teaching method, or focuses on bringing variety into his life.

Andrew ended his presentation with a personal story tying in his original question about what people would change in their lives if they knew they only had six months to live, and how his life priorities have changed since he was attacked and shot in a mugging six months ago. He told the audience that most people wanted to repair damaged relationships in the time they had left.

Committee Reports from Annual Conference 2008



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rials page and creating/maintaining bibliographies for top topics.

Transition from High School to College

Paula Garrett and Judith Arnold, Co-Chairs

The committee discussed the idea of developing a survey for high school librarians to gather information on their practices of teaching information literacy and research skills. Since this committee's focus is the transition from high school to college, we would limit to practices provided to 11th and 12th graders. We will first complete a literature search to identify other surveys and related research.

In addition the committee will consider how we can address the recent news regarding the elimination of teacher librarians by the Mesa (Arizona) Public School Board, as well as the threat in other states.

We have begun pursuing liaisons with other related groups. Carolyn Meier contacted the AASL/ACRL Interdivisional Committee on Information Literacy, and Paula attended their committee meeting in Anaheim. The major distinction between Transitions and the AASL/ACRL committee is that AASL/ACRL is looking at information literacy skills from K-16 while Tran-

sitions is more focused on the transition years from high school to college. Transitions' mission also includes partnerships with public libraries. However, both committees agree it would be mutually advantageous to continue our newly established liaison. The AASL/ACRL committee is developing a toolkit and has a program planned for ALA Annual 2009: *Closing the Gap: Making Information Literacy Seamless Across K-16*.

The Transitions committee will pursue setting up an informal round table discussion at Annual 2009 and include school, college, and public librarians. Our goal would be to facilitate communication and to develop new partnerships that could lead to joint projects.

Adult Learners

Ted Chaffin, Chair

Committee planned for Midwinter Discussion program. Wikipedia is different than anything librarians have encountered thus far. It has blurred the boundaries of good and bad information. Can Wikipedia be used as an instructional tool to encourage critical thinking? How?

Discussion will be titled "Wikipedia and Library Instruction: Love it or Lose it."

Guest panelists will be a Wikipedia Foundation Representative (final confirmation underway), YouTube Participants (Video to be posted by early August), and other panelists being contacted by Trina and Ellen.

<http://www.baylor.edu/LIRT/lirtnews/>

By Billie Peterson, Baylor University
Billie_Peterson@baylor.edu

Dear Tech Talk: We keep hearing about how the library needs to go to where our users are, instead of relying on them to come to the library (both physically and virtually). Physically, we now travel about, going to places in the community where our users hang out, but how do we virtually "hang out" with our users? —Virtual Visioning Vacuum

Dear VVV: You are absolutely correct in that librarians have always done well with physical outreach: book mobiles; libraries in shopping centers; libraries in academic departments; and now librarians staffing mobile locations in student unions and other places where faculty and students congregate. Likewise, librarians also need to get their heads around the concept of a "virtual" presence, something more than library web pages that still require the user to "come" to them. As Jenny Levine observes, "Libraries traditionally excel at presence in the physical world, but have yet to implement it well online" (Levine 7).

But why should libraries develop a virtual presence? To answer that question, first answer this question: where do many potential library users, such as teens, college students, 20-year-olds, and 30-year-olds, spend their time online? On social networking services (SNS) like Digg, Facebook, Friendster, LinkedIn, MySpace, Ning, and Twitter, just to name a few. Social networking services are growing at a tremendous pace. "It is estimated that combined there are now over 200 social networking sites". (http://en.wikipedia.org/wiki/Social_network_service) Even if many fail, given the significant growth in these services, Jenny Levine also answers the "why should we" question: "As information overload continues to grow and users spend more time on social networks online, how libraries fit their services into our users' work flow—rather than forcing them to conform to ours—becomes a pressing question." (Levine 7)

Once we move past the "why should we" question, we are faced with the "how do we" question. There are a few approaches libraries can use to build out a presence in the online environments in which their users "live": browser toolbar add-ons, "widgets", and SNS "applications".

Web browser toolbar add-ons are "third party toolbars for browsers. . . best known for adding functionality and ease-of-use options to the end user" (http://en.wikipedia.org/wiki/Toolbar#Web_browser_toolbar_add-ons); whereas "widgets are interactive, single-purpose applications for displaying and/or updating information" (Tenopir 30). SNS applications are third-party tools developed for specific services (Facebook, for example) and can be incorporated

into an individual's SNS account. The tool is present whenever the user logs on to her account.

Thanks to Google, many are already familiar with browser toolbars and widgets. Almost anyone who spends time online with a web browser has installed the Google toolbar on their browser, which allows the user to search Google directly, without actually going to the Google website. Additionally, most people with a Google account are familiar with "Google gadgets" (<http://tinyurl.com/2a254y>), widgets they can add to their iGoogle page such as calendar gadgets, clock gadgets, game gadgets, etc. Those who use Facebook are most likely familiar with a variety of Facebook "applications," and have searched for and added them to their account.

Google and Facebook "get it," they want to place their services where the users can easily access them, so their users keep coming back. Some libraries also "get it" and provide widgets and/or embed themselves in environments outside their websites. Some examples include:

- Widgets that enable online chat services for information needs or assistance, perhaps the most widely known and used service at this time (Baylor University: <http://tinyurl.com/6l7673> and <http://tinyurl.com/55tjh7>);
- Widgets that display information from library blogs, including news, events, FAQs, new resources (Baylor University: <http://tinyurl.com/5r6e6o>);
- Search widgets or widgets that assist in the research process (Penn State: <http://tinyurl.com/yrgmx3>);
- Widgets that complement and/or integrate with course management systems (North Carolina State University: <http://tinyurl.com/3aubyk>);
- Twitter as another approach for communicating library news and events (<http://twitter.com/search/users?q=library> and <http://twitterfeed.com/>— feed a blog to Twitter);
- Toolbars and/or add-ons that facilitate various kinds of searches (European Library: <http://tinyurl.com/63szn4>; Stanford University: <http://tinyurl.com/63f3sr>; University of Minnesota: <http://tinyurl.com/67vdsd>; Williams College: <http://tinyurl.com/5tnsef>);
- Facebook and/or MySpace presences (Baylor University: <http://tinyurl.com/5mmy4s>)

Even database vendors are starting to "get it" and are producing widgets and toolbars to expedite access to their products:

- Cambridge Journals Online (<http://www.widgetbox.com/widget/cambridge-journals-online>)
- JSTOR Facebook Application (<http://www.facebook.com/apps/application.php?id=2412474777&ref=s>)
- ProQuest Search Widget (http://www.proquest.com/products_pq/proquest/widgets/)

- WorldCat (<http://www.worldcat.org/toolbars/default.jsp>)

Once you grasp the possibilities, the next step is to develop tools that place your library's presence in the users' environments, whether it's within their browsers or their social networking worlds. Consider creating a task force or standing committee, consisting of a diversified group of library staff, to explore options and develop appropriate tools. There are a variety of resources available to browse and search for ideas. In addition, many of these resources provide options for modifying existing tools, creating new tools, and/or converting tools to SNS applications.

General Widgets

- Google Gadgets (<http://www.google.com/ig/directory?synd=open&source=gghp>)
- Konfabulator (<http://widgetgallery.com/>)
- Spring Widgets (<http://www.springwidgets.com/>)
- Meebo Me (<http://www.meebome.com/>): used by many libraries for their chat reference services
- Widgetbox (<http://www.widgetbox.com>)
- Widgipedia (<http://www.widgipedia.com>)
- Yahoo! Widgets (<http://widgets.yahoo.com/>)

Library-specific Widgets

- LibGuides Widgets (<http://www.springshare.com/libguides/widgets.html>): LibGuides is a fee-based service, but they do provide widgets.
- Library3lp (<http://code.google.com/p/library3lp/wiki/LibraryH3lp> and <http://library3lp.blogspot.com/>): An integrated IM/web-chat help system designed specifically for libraries.

General Toolbars and Browser Add-ons

- Creating OpenSearch Plug-ins for Firefox (http://developer.mozilla.org/en/docs/Creating_OpenSearch_plugins_for_Firefox)
- Firefox Add-ons (<https://addons.mozilla.org/en-US/firefox/>)
- Internet Explorer Add-ons (<http://www.windowstomarketplace.com/category.aspx?bcid=3500>)
- Mycroft Project: Search Engine Plug-ins Firefox & IE7 (<http://mycroft.mozdev.org/>)

Library-specific Toolbars and Browser Add-ons

- iLibrarian: 40 Useful Firefox Add-ons for Librarians, Parts I and II (<http://tinyurl.com/26bnpm> and <http://tinyurl.com/ypluhy>)
- LibX (<http://libx.org>)

- OpenURL Referrer (<http://www.openly.com/openurlref/>): A Firefox or Internet Explorer extension for converting bibliographic citations to URLs.
- Zotero (<http://www.zotero.org>): A Firefox extension that helps to collect, manage, and cite research sources.

Of special note, is LibX, a Firefox and Internet Explorer plug-in that provides direct access to a library's resources (<http://www.libx.org>). LibX is different than other toolbars because the developers "focus on increasing the user's productivity by making common, library-related tasks fast, [including]:

- The "Magic Button:" simply select an article title and have Scholar & the OpenURL resolver deliver an appropriate (accessible, 'paid-for') copy. . .
- Lookups of a complete book title, author, or ISBN—usually by selecting & right-clicking on a webpage.
- Proxying a page or link when coming from off-campus.
- Using cues and autolinking to get from pages that a user frequently uses to the library catalog.
- Improvements to vendor-provided pages." (<http://www.libx.org/faq>)

LibX was developed to be easily customizable and more than 400 academic and public libraries have created LibX editions (<http://www.libx.org/editions.php>).

When developing browser toolbars and add-ons, strive to create tools that are both Firefox and Internet Explorer friendly. Historically, Firefox has been more open to these extensions, but Internet Explorer 7 is now more "extension friendly."

In addition to the resources listed above, also check out the Library Success: A Best Practices Wiki and Library 2.0 Ning SNS (<http://library20.ning.com/>) and search LISZEN (<http://liszen.com>), a search engine for library-related blogs for appropriate terms, like "widgets", "plug-ins", "add-ons", etc.

Once your library has developed a suite of tools to be used in virtual environments, then market, market, market! Make sure the public service staff is aware of these tools, uses them, and knows how to share them with others. Harkening back to the use of a diversified task force for development, this same group can also assist in getting staff buy-in early on, which will pay off when it is time to incorporate and promote the tools. Library users need to know these tools exist and that they can enhance their

research experience. Create gateways that provide good information about the tools and instructions on how to use them. Some examples are at:

- Stanford University (<https://www.stanford.edu/group/cubberley/services/libx>)
- University of Michigan (<http://www-personal.umich.edu/~jkglen/firefox/>)
- University of Texas (<http://www.lib.utexas.edu/tools/info.html>)

So, to quote Stephen Abram, "Library folk are the stars in this new knowledge and relationship-economy. Let's start building the tools and lessons that deliver the future." (Abram 28)

Additional Resources when it is time to incorporate and promote the tools. Library users need to know these tools exist and that they can enhance their research experience. Create gateways that provide good information about the tools and instructions on how to use them. Some examples are at:

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As always, send questions and comments to:
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STANDING COMMITTEES

Library Instruction Round Table

Adult Learners - Assists library professionals to understand, find information or promote ideas on learning styles, teaching methods, and training resources most often associated with adult learners.

Conference Program - Plans the LIRT program for the ALA Annual Conference. Makes arrangements for speakers, room, handouts, and activities during the program.

Liaison-This committee shall initiate and maintain communication with groups within the American Library Association dealing with issues relevant to library instruction and shall disseminate information about these groups' activities.

Newsletter - Solicits articles, prepares and distributes the LIRT newsletter. The Executive Board of LIRT serves as the Editorial Board for the LIRT newsletter.

Organization & Planning - Is responsible for long range planning and making recommendations to guide the future direction of LIRT. Reviews, revises, and updates the organization manual of LIRT. Recommends to the Executive Board, and

through it to LIRT members, the establishment, functions, and discontinuance of committees and task-forces. Maintains the Constitution and Bylaws of LIRT and recommends amendments to those documents. Prepares a slate of candidates for LIRT offices and maintains records on procedures, candidates, and election results. Solicits volunteers for LIRT committees and maintains files of prospective committee appointees dates, and election results. Solicits volunteers for LIRT committees and maintains files of prospective committee appointees.

Public Relations/Membership

Publicizes LIRT purposes, activities, and promotes membership in LIRT. Develops brochures and news releases to inform members, prospective members, and the library profession about LIRT activities. Sponsors an exhibit booth at the Annual Conference. Organizes BITES (meals for instruction librarians to meet for food and discussion) at conferences.

Publications - Establishes, maintains, and disseminates LIRT Publication Guidelines. Solicits ideas for publications and advises as to the appropriate means for publication.

Research

Identifies, reviews, and disseminates information about in-depth, state-of-the-art research concerning library instruction for all types of libraries. Pinpoints areas where further investigation about library instruction is needed.

Teaching, Learning, & Technology

Identifies and promotes use of technology in library instruction, with special attention given to technologies that enhance learning and can be easily adapted to a variety of different learning environments.

Transition from High School to College

This committee builds and supports partnerships between school, public, and academic librarians to assist students in their transitions to the academic library environment.

***Please see our online committee volunteer form at
<http://www3.baylor.edu/LIRT/volform.html>***



Library Instruction Round Table News
c/o Lorelle Swader
American Library Association
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Chicago, IL 60611